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Abstract

Santa Monica Blvd. Community Charter School is a conversion charter school located in East Hollywood, in the Los Angeles Unified School District. Our school is a very large elementary school, serving approximately 1500 students. We operate on a multi-track, year round calendar in order to maximize the capacity of the school.

Test scores and other measures of student learning have traditionally been low at Santa Monica Blvd., and our conversion to charter status is driven by one central goal: to improve student achievement.

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to improve their achievement. This will require planning time and professional development for our teachers, and this grant will support these plan

Form 4

SCHOOL/PUPIL DATA COLLECTION FORM

Please complete this form, using information available from your LEA co-applicant or DataQuest at http://data1.cde.ca.gov/dataquest. Do not estimate data. Charter school developers may use data from the school district(s) from which they intend to draw students.

The source of my information is: October 2001 CBEDS revised December 2001

Pupil population of the charter school (or proposed charter school:

X American Indian/Alaskan Native   6   %
X Asian   2   %
☐ Pacific Islander   %
☐ Filipino   %
X Hispanic   6   %
X African American   4   %
X Caucasian   67   %
X Mixed/Other   15   %

Percentage of pupils estimated who are/will be eligible for:

Free and Reduced Priced Meals: 39   %

CAL WORKS Participants: 1   %
(Children on Welfare)

English Language Learners: 0   %

Type of Curriculum (check all that apply):

X Site-Based   ☐ Traditional
☐ Independent Study   ☐ Arts
☐ Combination of Site-Based   ☐ Technology
   and Independent Study   **X** Science/Math
                ☐ Vocational Ed.

☐ Other
   Description:_____
   _____

Grade level(s) to be served by charter school: K-8

(Projected) school opening date: Sept. 2000

Population charter school is working with or will be working with:

X Urban   **X** Suburban   **X** Rural

(Estimated) enrollment for (proposed) charter school, by grade:

K	1	2	3	4	5	6	7	8	9	10	11	12
21	11	16	22	12	9	7	11	0	-	-	-	-

County(ies) where charter school will be located:

Shasta County	

Form 4, cont'd.

My school is currently registered to participate in the Alternative Schools Accountability Model.

Y X   N ☐

Existing charter schools not participating in the Alternative Schools Accountability Model must provide your most recent API results. API results can be found on the Internet at: http://www.cde.ca.gov.

Academic Performance Index:

	API Score	State Rank	Similar Schools Rank
Year 1			
Year 2			
Year 3			

For charter school developers, please name the schools from which you intend to draw pupils and provide their most recent API scores. Attach additional pages, if necessary.

Name	API Score	State Rank	Similar Schools Rank
Bella Vista	767	8	9
Black Butte	694	6	2
Meadow Lane	667	5	6
Verde Vale	652	4	5
Columbia	754	7	2
East Cottonwood	786	8	10
West Cottonwood	773	8	10
Alta Mesa	648	4	2
Shasta Meadows	705	6	3
Rother	665	5	6
Lassen View	666	5	3
Boulder Creek	749	7	2
Mistletoe	712	6	6
Parsons	704	6	4
Buckeye	644	4	1
Canyon	507	1	N/A
Toyon	638	4	4
Grand Oak (Project City)	707	6	6
Grant	860	10	6
Happy Valley	673	6	5
Pacheco	764	8	8
Bonny View	657	5	1
Cypress	615	3	4
Juniper	634	4	1

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Santa Monica Blvd. Community Charter School
Jan. 2002

Manzanita	774	8	4
Sycamore	683	5	4
Sequoia	764	8	8
Turtle Bay	724	6	1

For charter school developers, please name the previous charter schools, if any, with which you have played an active role in developing or operating, and list their most recent API scores. Attach additional pages, if necessary. If you think that the success of these schools can be illustrated more clearly using STAR test data, please also complete the optional form, "Grade-level Improvement for STAR Testing," attached.

Name	API Score	State Rank	Similar Schools Rank
Chrysalis Charter School	777	8	N/A

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One of the ways we plan to address the learning needs of our students is by reorganizing the school into "family" groups: vertical teams of teachers from Kindergarten to 5th grade. Teachers in each family will collaborate to align curriculum, assessments and instructional practices, and will see their students through their elementary education from beginning to end. In effect, a school of 1500 students will be brought down to several smaller groups of 240 students or less.

With this structure, our goal is to meet the educational needs of each student by knowing their individual strengths and weaknesses and working as a team to improve their achievement. This will require planning time and professional development for our teachers, and this grant will support these plans.

Goals and Objectives for Grant Project

Goal #1: Development of curriculum across grade levels

Activities/Tangible Product:
With the guidance of a facilitator trained in curriculum development, teachers will meet to design curriculum based on California Content Standards. This curriculum will be built upon knowledge and concepts developed in previous grade levels. It will give

students a comprehensive, coherent experience as they progress from Kindergarten through grade five.

Goal #2: Development and alignment of performance assessment measures

Activities/Tangible Products:

Teachers will be trained to develop student portfolios, which highlight students' best work in each curricular area. Portfolios will allow students, parents and teachers to see each student's growth over time. Work collected in the portfolios will show growth towards meeting the content standards.

Teachers will also meet to design specific performance assessment measures for each curricular area which will assess student growth towards benchmark learning goals. In addition to standardized test scores, performance assessments will give a more comprehensive gauge of student growth over time.

Goal #3: Smooth transition to independent charter status

Activities/Tangible Product:

The school administrative assistant will be trained by the Los Angeles County Office of Education to effectively manage the school budget, including payroll, general accounting, etc. Accounting systems will be set up with the Los Angeles County Office of Education.

Facilitator/s will guide the transition to independent charter status.

Governance Structure

Background

Over the past 10 years we have accumulated a great deal of experience in self-governance, designing our curriculum and making financial decisions which support our educational vision. We have been able to achieve this by being a School Based Management and then a LEARN community school. We have created functioning structures that support our educational goals through a rigorous process of decision-making in which representatives from all of our stakeholder groups are represented.

Rationale

School-based decision-making is designed to:

- Ensure that all decisions regarding policy and practice made at the Charter School have a single focus: to achieve the outcomes for student learning delineated in the charter.
- Ensure that staff members are involved in the decision-making process at the Charter School.
- Ensure that stakeholders (parents, community members, and other school personnel) are involved as active partners in the decision-making process.
- Ensure long-term effectiveness of local school control and accountability.
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at the Charter School.

Consensus Building

One of our underlying beliefs about shared decision making is that consensus is crucial to building stakeholder buy-in. All decisions made in the Leadership Council will be made by consensus, using the model developed by LEARN as a guide.

The school director will be an integral part of the decision-making process throughout discussions on key issues. If consensus on an issue cannot be reached, the director, as keeper of the school vision, will have final authority.

The governance structure of the Charter School is a work in progress. As a starting point, we envision the following structure:

Structure

Charter Roundtable

In order to provide fiscal stewardship and external accountability to the Charter School, a charter roundtable will be established during the first year of the charter. It will include representatives from the business community, higher education, teachers and parents.

The charter roundtable will meet quarterly to review the Charter School's financial records and student achievement data. We are committed to sound management of the school's resources and accountability for student learning goals. We are confident that the oversight of the roundtable will ensure the school's ongoing success.

Members of the charter roundtable that have already committed to serve are:

- **Dr. Liliam Leis-Castillo,** Superintendent, Local District E, LAUSD;
- **Earl Lestz**, President, Paramount Pictures Studio Group;
- **Christopher Pating**, Senior Manager, Arthur Andersen Management Consultants;
- **Dr. Eugene Tucker**, Professor, UCLA Graduate School of Education and Information Studies;
- **Tom LaBonge,** City Councilman, Los Angeles City Council

Day to day governance of the Charter School will be managed by the leadership council. The Human Resource Committee, the Community Leadership Committee, the Technology Committee and the Curriculum and Assessment Committee will support the Leadership Council in focusing the decision making process on the school's shared vision.

Make-up of Councils/Committees
Leadership Council
- Maximum of 12 "Family" structure representatives (teachers)
- 3 Directors (Executive Director, Director of Instruction, Director of Operations)
- Technology Coordinator
- 1 Classified Employee
- 3 Parent Representatives
- 1 Community Business Representative
- 1 Representative from each of the four committees

Human Resources Committee
- 2 Directors
- 3 Teachers

- 1 Classified
- 2 Parent Representatives

<u>Community Leadership Committee</u>
- 2 Directors
- 1 Parent Coordinator
- 3 Community Representatives
- 3 Teachers

<u>Technology Committee</u>
- Technology Coordinator
- 1 Director
- 6 Teachers (two per track)

<u>School-wide Curriculum and Assessment Committee</u>
- 1 Director
- 10 "Family" representatives (teachers)
- Technology Coordinator
- Categorical Program Advisor

<u>Process for selecting "Family" Structure Representatives</u>
In the interest of creating a large base of input from the staff, it is preferred that the "family" representatives serving on the Leadership Council be different from those serving on the Curriculum and Assessment Committee.

By the third week of each track's school year, the school will provide a shortened day for all family structures to select their family structure representatives to the Leadership Council. Recognizing that the first year of teaching is a crucial one, first year teachers will not be eligible to be family structure representatives.

Interested teachers will be nominated or nominate themselves and the "family" members will vote to determine their representatives. The vote will require a simple majority.

"Family" structure representatives must commit to a minimum of one year of service and may not serve for more than two years. Their primary responsibilities are:
- to facilitate communication between the "families" and the Leadership Council
- to serve on the Leadership Council as members of the chief decision-making body of the school.

Responsibilities of Councils/Committees

Leadership Council

- Facilitate communication between committees
- Ratify all decisions/policies brought forth by all committees/families
- Mediate disagreements among/within committees and assist in consensus-building
- Make decisions regarding matters deferred from individual committees
- Interpret and develop school policy
- Focus school-wide decision-making on shared vision
- Oversee maintenance of buildings and grounds
- Monitor school budgets

Community Leadership Committee

- Design and implement parent education program
- Coordinate parent and adult education
- Design home-school contact
- Coordinate and encourage community activities
- Recruit volunteers
- Coordinate Parent Center activities
- Coordinate community and health services
- Coordinate family counseling

Human Resources Committee

- Recruit and hire all new employees
- Assist in development of job responsibilities for new positions
- Continually review effectiveness of personnel policies and make recommendations to the Leadership council
- Processing and monitoring credentials of certificated staff

Curriculum and Assessment Committee

- Monitor the identification and implementation of content standards
- Identify and develop effective school-wide standards-based assessments
- Develop school-wide assessment schedule
- Review student outcomes annually and design action plans
- Monitor ongoing implementation of technology plan

Technology Committee

Monitor and support progress towards goals and objectives as outlined in the technology plan (see appendix B)

I. School Vision/Demographics

Vision

We envision Santa Monica Blvd. Charter School as a place in which every parent, teacher and student strives together for the success of all children. Everybody is a learner, and everybody is a teacher. Every element of our school's philosophy and pedagogy, the content of the curriculum, assessment methods, professional development, and the school's dynamic interactions among all stakeholders revolves around the concept of creating a *community of learners*.

Our teaching methodology has its foundation in the "thinking curriculum." We believe that students need to be actively engaged in the subjects they study. Rather than being concerned only with coverage of material, we expect students to make deep connections with subject matter.

We envision a school that is responsive to stakeholders and involves them in all aspects of the learning community. We will continue to develop and strengthen the "family" feeling we have here, despite the large numbers of students and staff. Research has found that two of the most important factors influencing student success are teacher quality and family involvement (Ferguson 1991). Our school is dedicated to long-term investment in these two areas. It is a place where teachers and parents have the freedom to collaborate and find solutions for individual student needs, and where the school is a vibrant center of the community. Empowering our community of learners is a passion.

Our vision is an inclusive one. As we work together to meet the needs of all of our children, each community member might be at one moment a learner, at the next, a teacher. Administrators model the purpose of the school as the "head learners." The joy of learning, of discovery, of seeking solutions to the myriad issues each new day brings – this is the heartbeat of our vision.

Demographic Characteristics of School

Santa Monica Blvd. Elementary School is a large public school, which serves a diverse, economically impacted community in east Hollywood, California. It is a year-round school of approximately 1500 students, the majority of whom are recent immigrants from Mexico, Central America and Armenia. Nine different languages are spoken by our students and their families, and 98% of our students are from minority groups.

Student achievement for children in our school and in schools that serve similar communities has traditionally been low. Transiency rates, teacher

turnover, and limited home support for students have contributed to the growing problem of low test scores, discipline problems, and high drop out rates. Federal programs such as Title I have provided increased funding for economically disadvantaged students, but have in many cases failed to significantly improve teaching and learning for these children.

Educational Objectives

At Santa Monica Charter School, we believe that all of our students can achieve high standards even though they enter the school with different strengths, weaknesses and life experiences. This does not mean that every student will be at the same level of cognitive and emotional development when they leave the school, but that every student is capable of achieving high levels of individual performance.

While increasing test scores and meeting API growth target goals is a primary objective for us, it is only a first step. As a charter school, we aim to be a model for urban school reform, demonstrating that students from disadvantaged backgrounds can achieve at high levels both on standardized tests and on performance measures geared towards higher-level thinking. The Los Angeles Unified School District has struggled with this very issue for many years, and has not been able to effectively meet the challenge.

We plan to do this through a focused, standards-based instructional program. For students to take ownership of their learning, they must understand what is expected of them, and the expectations must be reasonable for each student. At the beginning of each unit of study, activity, or lesson, teachers will make clear to students the desired outcomes for learning. During the unit of study, students, along with their teachers, will assess their progress towards meeting the standards. Following the maxim "without reflection, there is no true learning," students will constantly evaluate their work. As students reflect upon their work, they must know "how good is good enough?"

Charter Status as an Impetus for Change

Historically, student achievement at Santa Monica Blvd. School has been below average. We have seen brief increases in student achievement in certain years, but have had difficulty sustaining our improvement efforts. This mirrors the achievement patterns at many of the surrounding district schools.

We are confident that with the conversion to charter status, our school will finally be able to focus on continuous improvement of student achievement without constantly having to react to the changing priorities, leadership and programs of the Los Angeles Unified School District.

II. Educational Capacity

As a conversion school, we have participated in the State's testing program yearly. Following are API results for the 1999-2000 and 2000-2001 school years.

| STAR 2000 Percent tested | # of students included in API | 2000 API (Growth) | 1999 API (Base) | 1999-2000 Growth Target | 1999-2000 Growth | Met Growth Target | | | |
						School-wide	Comparable Improvement	Both Schoolwide and CI	Awards Eligible
98	613	486	453	17	33	**YES**	**YES**	**YES**	**YES**

| STAR 2001 Percent tested | # of students included in API | 2001 API (Growth) | 2000 API (Base) | 2000-2001 Growth Target | 2000-2001 Growth | Met Growth Target | | | |
						School-wide	Comparable Improvement	Both Schoolwide and CI	Awards Eligible
98	740	498	486	16	14	**NO**	**NO**	**NO**	**NO**

As indicated above, we nearly doubled our API growth target for the 1999-2000 school year. For the 2000-2001 school year, however, we did not meet our API growth target. This was a major disappointment for us, and has caused us to seriously analyze our instructional program at all grade levels.

For the 2001-2002 school year, we have implemented the following practices:
- Grade-level team leaders attended RESULTS training at UCLA through the Governor's Reading Initiative.
- Grade-level teams have identified specific areas of student weakness based primarily on SAT 9 results.
- Assessments received at RESULTS training are administered 3x a year in the areas of:
    - Phonemic awareness
    - Reading of high-frequency words
    - Oral reading fluency
    - Reading comprehension
    - Spelling
- Grade-level teams meet weekly to generate and share instructional practices designed to target weakness areas based on ongoing RESULTS assessments.
- Assessments included in the Harcourt Brace Mathematics series are administered to students each week at all grade levels.

Measurable outcomes for student performance

The yearly goal for the standardized testing program is to meet our API growth target goal. The goal for the 2001-2002 school year is 15 points. During the school year, benchmark goals are being developed by each grade level to ensure that students are both:

- Meeting benchmark achievement goals and;
- Receiving immediate intervention if not meeting benchmark goals.

Standards-Based Teaching and Learning
All decisions regarding curriculum, instructional materials, and learning outcomes will be made based on the California State Frameworks for Language Arts, Mathematics, Science, and Social Studies.

Elements of the instructional program supporting the use of performance standards at the Charter School will be:

- Teachers will use the content standards to determine what student work should look like at each grade level, including benchmark standards (to be developed).
- Students will be taught to assess their own work regularly, using rubrics based on the content standards.
- Anchor papers and other models of student work will help students, parents, and teachers understand what partially proficient, proficient, and advanced student work looks like.
- Teachers will use the results of their assessments to modify instructional strategies in order to foster student growth towards the standards.

Student Assessment

Traditional assessments
Stanford 9 and Aprenda exams, which will be administered each Spring.

Performance assignments
Performance standards focus on a student's ability to apply and demonstrate what they know. This is done through projects, performance tasks, demonstrations, portfolios, and other authentic measures. Performance assignments go beyond the multiple-choice exams given by the State and allow students to truly demonstrate mastery of skills.

Student portfolios
Each student will have a portfolio, highlighting his or her best work in each curricular area. Portfolios will allow students, parents and teachers to see each student's growth over time. Work collected in the portfolios will show growth towards the content standards.

ELD portfolios
English language learners will also have an English Language Development portfolio. This portfolio is similar to the portfolios described above, but will have special emphasis on the demonstration of mastery of the English Language Development standards.

Rubrics
Rubrics will be developed to evaluate student work. Work to be evaluated on a school-wide level will require a rubric developed by the assessment committee. Individual teachers may also develop rubrics to use in their classrooms to evaluate student work.

Student self-assessment
Following the maxim "Without reflection, there is no learning," we will involve students in the self-assessment of their work. Rubrics that identify desired outcomes are introduced to students and parents prior to beginning the instructional sequence. After each unit of study, parents, students and teachers will come together to share learning and reflect on student progress towards learning objectives. When children understand both the desired outcomes and the rubrics used for assessing their work, they are able to assess their own progress towards the standards. This is a powerful tool to help children take control of their learning.

Creating Community in a Large, Urban School

In large, overcrowded urban schools, it is easy for students to "get lost" or "fall through the cracks." As enrollment increases, the feeling of connectedness and belonging so important to students gradually wears away. Teachers begin to feel disconnected from each other and from the larger school community, and students and their families lose their sense of belonging in the school. This loss of community makes it difficult for teachers, students and families to form supportive relationships, and inevitably leads to decreased student achievement.

Santa Monica Blvd. Community Charter School will be structured to build a sense of community by creating smaller learning communities: "families" made up of teams of teachers who work together as a unit to see students through their schooling from beginning to end. Each family will be made up of groups of K-5 teachers and the students in their classes.

Each family is defined by a group of teachers in grades K-5 and their students. Children entering the Charter School in Kindergarten will join one of the families and matriculate to the next class in the family with their peers at the end of the school year. In the case of multiage classes, students will stay with their teacher for three years before moving on to the next teacher in the family. Looping teachers will matriculate with their class to spend two or even three years together before the children move on in the family.

The main features of the "family" structure are:
1. Articulation to assure a continuous, quality educational experience for all students.
2. Vertical teaming and collaboration (K-5).
3. Horizontal teaming and collaboration (grade level).
4. Collaborative planning within families.
5. Collaborative analysis of student work within families.
6. Collaborative goal setting for students within families.
7. A systematic program that ensures student growth builds on experiences from previous years.
8. Release time for year-long planning.
9. Collaborative professional development

Expertise of Personnel and Professional Development

Our staff consists of:
- 70 certificated classroom teachers
- 7 certificated out-of-the-classroom support personnel (coordinators, etc.)
- 3 certificated administrators
- 68 classified staff

Of the in-class and out-of-classroom teaching staff:
- 9 are National Board Certified
- all have bachelor's degrees
- approximately 15 have master's degrees
- 1 has a doctorate degree from Pepperdine University
- 6 are LAUSD mentor teachers
- 40 teachers have 6 or more years experience in LAUSD

Of the administrators:
- Both have Master's degrees
- 1 is in a doctoral program at UCLA

Professional Development

Ongoing professional development is a high priority for our school. <u>All</u> certificated staff members (teachers and administrators) have a yearly professional growth plan. These plans are supported with school funds for conference and workshop attendance for all certificated staff.

The school also "banks" time in order to dismiss students early on Tuesday afternoons. This allows teachers to engage in collaborative:
- Analysis of student work

- Vertical articulation
- Grade-level planning
- Learning of effective instructional practices
- Learning of the Institute for Learning "Principles of Learning" (Lauren Resnick)

Business Capacity
Faclities/Maintenance
As a conversion school, Santa Monica Blvd. Community Charter School will continue to occupy the site at 1022 N. Van Ness Ave., Los Angeles, CA, 90038. The Charter School will be maintained at or above LAUSD standards at all times. The Charter School will contract with the sponsoring district for general maintenance on a fee-for-service basis for those services that the sponsoring district can provide.

Budget Development
Budget development will begin each year immediately following the January announcement of the Governor's K-12 budget proposals and continually refined through the May revise through the final State Budget Act. Budgeted resources will always be consistent with Charter School goals as identified by the governing councils. Audited financial reports (for the fiscal year ending June 30th), prepared by an independent CPA at the Charter School's expense, will be submitted to the sponsoring district and LACOE. The first interim financial report and the second interim financial report will be submitted to the sponsoring district on November 30 and February 15, respectively, each fiscal year. Any other audits will be at the requesting authority's expense.

Cash Flow
The Charter School will work cooperatively and collaboratively with the California Department of Education, LAUSD, and the Los Angeles County Office of Education personnel to achieve a direct revenue flow from CDE to the Charter School. Funds transferred directly from CDE to the Charter School will be transferred to the Charter School account in the Los Angeles County Treasury by LACOE in the most expeditious manner possible.

Sponsoring District Oversight
In the event that the sponsoring district has concerns about deficiencies in the Charter School's performance, barring imminent threat to the health or safety of the students, the Charter School and the sponsoring district will develop a timeline mutually agreeable to both parties that will give the Charter School reasonable opportunity to correct the deficiencies.

Revenue Projections
Please see following pages for projected 2002-2003 school budget.

Selection of Personnel
The Charter School shall select its own staff. The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, age or disability.

When vacancies occur, the Human Resources committee shall:
- Announce openings
- Recruit applicants
- Request resume
- Interview and select

All applicants will be required to:
- Provide medical clearance (including TB test results)
- Submit fingerprints for background investigation
- Furnish a criminal record summary as required in E.C. 44237
- Provide proof of legal status
- Sign child abuse reporting requirement
- Sign drug-free environment requirement

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

Management Expertise
Collectively, the administrators at Santa Monica Blvd. Community Charter School have 18 years of experience.

A facilitator/s will be hired to guide the transition to independent charter status. The facilitator/s will:
- Build community support
- Garner support from area businesses
- Assist with public relations
- Provide instructional support and guidance

Additionally, our school has membership in CANEC, the California Network of Educational Charters, which provides support and training for charter school operators in the areas of management, school finance, and budgeting.

Our administrative team has attended budget workshops with CSDC, the Charter Schools Development Center, run by Eric Premack, which were instrumental in the development of our charter proposal.

In LAUSD, the leadership of both Fenton Ave. Charter School and Vaughn Next Century Learning Center have offered to support the leadership team at Santa Monica Blvd. Community Charter School as we convert to charter status.

Our budget director will attend all State Budget Planning Workshops, in order to anticipate State funding levels and potential budget changes. This knowledge of the State's budgeting will be crucial for effective and responsible planning of the school's budget.

IV. Collaboration and Networking Strategies

Parent Involvement

The community surrounding our school is predominantly made up of working-class, immigrant families from Central America, Mexico, and Armenia. Many of the parents of our students have limited education; some have none. Of the 69% of parents who indicated their level of education on the Spring 2000 administration of the Stanford 9 exam, 48% indicated that they had not graduated from high school.

In 1996, we became the first school in the district to place a credentialed teacher in the Parent Center to teach classes and coordinate activities on a full-time basis. The effect has been dramatic. Our parent center has become a hub of activity at the school, as parents take classes, receive training to be classroom reading volunteers, meet with teachers, and receive referrals to community social service organizations.

As a charter school, parent involvement and education will remain a top priority. Parents will learn about the California content standards and will receive training in ways to support their children's learning at home. As parents collaborate with teachers, they will become integral members of each school "family."

External Partnerships

With the conversion to independent charter status, our school will be responsible for instructional and operational elements previously handled by the school district. In order to provide fiscal stewardship and external accountability to the Charter School, a Roundtable Group will be established during the first year of the charter. It will include representatives from the business community, higher education, teachers and parents.

The Roundtable will meet quarterly to review the Charter School's financial records and student achievement data. We are committed to sound management of the school's resources and accountability for student learning goals. We are confident that the oversight and support of the Roundtable will ensure the school's ongoing success.

Members of the Roundtable that have already committed to serve are:

- **Dr. Liliam Leis-Castillo,** Superintendent, Local District E, LAUSD;
- **Earl Lestz**, President, Paramount Pictures Studio Group;
- **Christopher Pating**, Senior Manager, Arthur Andersen;
- **Dr. Eugene Tucker**, Professor, UCLA Graduate School of Education and Information Studies;
- **Tom LaBonge,** City Councilman, Los Angeles City Council

One of our goals is to maintain a positive relationship with our sponsoring district, specifically with Local District E. We have had an ongoing dialogue with Liliam Leis-Castillo, District E Superintendent, about being a "lab school" for the district, providing insights to the district on successful innovations implemented at the charter school.

V. Overall Program Evaluation
Overall evaluation of the charter school will be assessed in the following areas and by the following means:

Stakeholder satisfaction
- Stakeholder satisfaction surveys will be administered yearly to parents, teachers, and classified staff to gauge satisfaction in the areas of:
  - Student learning
  - Instructional program
  - Campus safety and environment
  - School climate
  - Communication
  - Parent involvement
  - Overall satisfaction

Student achievement data
- API growth target goals
- Continued improvement on SAT 9 exams, disaggregated by gender, ethnicity, and poverty
- Benchmark goals for student learning
  - *Example: Oral Reading Fluency Norms*

Grade 1	Week 24	Week 30	Week 36
	30 WPM	35 WPM	40 WPM

	Week 5	Week 10	Week 15	Week 20	Week 25	Week 30
Grade 2	55 WPM	60 WPM	70 WPM	80 WPM	90 WPM	95 WPM
Grade 3	80 WPM	85 WPM	90 WPM	100 WPM	110 WPM	115 WPM
Grade 4	95 WPM	100 WPM	110 WPM	115 WPM	120 WPM	125 WPM

| Grade 5 | 105 WPM | 110 WPM | 115 WPM | 120 WPM | 125 WPM | 130 WPM |

Student Attendance Rates

For the 2001-2002 school year, our student attendance rate is approximately 93.5%. The goal for student attendance would be a 1% increase per year.

Transiency Rates

Traditionally, our student transiency rate has been approximately 25%. Our goal is to reduce this by two percentage points per year.

We are confident that a carefully structured and strongly supported organization into family groups will address all of these goals.

- Student learning will increase as teachers collaborate to set benchmark goals for student achievement and hold each other accountable for results.
- Stakeholder satisfaction will improve as family groups build community and strong partnerships with parents, students, and teachers.
- Attendance rates will increase with increased accountability to the "family" group. The feeling of responsibility to the learning community will increase buy-in.
- Transiency rates will go down as parents begin to take consideration of the whole elementary education of their children. As they see the strength of the family structure and have the opportunity to build relationships with the entire K-5 string of teachers in the family, more and more parents will remain within the school boundaries and student transiency will decrease. We have already seen this pattern with our multiage (K-1-2 and 3-4-5) classes, which have a collective transiency rate of approximately 11%.

VI. Grant Project Proposal

Goals and Objectives for Grant Project

Goal #1: Development of curriculum across grade levels

Activities/Tangible Product:
With the guidance of a facilitator trained in curriculum development, teachers will meet to design curriculum based on California Content Standards. This curriculum will be built upon knowledge and concepts developed in previous grade levels. It will give students a comprehensive, coherent experience as they progress from Kindergarten through grade five.

Goal #2: Development and alignment of performance assessment measures

Activities/Tangible Products:

Teachers will be trained to develop student portfolios, which highlight students' best work in each curricular area. Portfolios will allow students, parents and teachers to see each student's growth over time. Work collected in the portfolios will show growth towards meeting the content standards.

Teachers will also meet to design specific performance assessment measures for each curricular area which will assess student growth towards benchmark learning goals. In addition to standardized test scores, performance assessments will give a more comprehensive gauge of student growth over time.

Goal #3: <u>Smooth transition to independent charter status</u>

Activities/Tangible Product:

The school administrative assistant will be trained by the Los Angeles County Office of Education to effectively manage the school budget, including payroll, general accounting, etc.

Accounting systems will be set up with the Los Angeles County Office of Education.

Facilitator/s will guide the transition to independent charter status.

<u>Timeline</u>

June 2002
Identify and recruit Curriculum Consultant

July 2002
Train A track teachers in curriculum development. Teachers develop
     structured K-5 curriculum. (2 weeks)
Begin monthly payments to LACOE for budget services
Begin monthly payments to transition facilitator
Begin monthly payments for internet and web service
Begin monthly payments to administrative assistant

August 2002
Print promotional materials

September 2002
Train B track teachers in curriculum development. Teachers develop
     structured K-5 curriculum. (2 weeks)

November 2002

Train C track teachers in curriculum development. Teachers develop
structured K-5 curriculum. (2 weeks)

January 2003
Pay CANEC membership

March 2003
CANEC conference attendance

Form 5 - continued

Budget Narrative

1000 Series-Certificated Personnel Salaries

Teachers and other certificated personnel will be paid to meet during non-assignment hours to develop a cohesive vertical curriculum, performance assessments, and portfolios. They will be paid their regular hourly salary. Each teacher will be paid for two weeks.
Substitutes will be used to cover classes during CANEC conference.

2000 Series-Classified Personnel Salaries

3000 Series-Employee Benefits

Employee benefits will be funded by the grant, and are figured on a formula provided by LAUSD.

4000 Series-Books and Supplies

5000 Series-Services and Other Operating Expenditures
LACOE accounting services will manage all school accounts including payroll. Disbursing services are monies paid to the school administrative assistant for management of the grant funds. The curriculum development facilitator will be recruited (most likely from a local university) to facilitate the professional development of staff and the process of developing school-wide curriculum and assessments. The transition facilitator will guide the transition to independent charter status.

6000 Series-Capital Outlay

7000 Series-Other Outgo
Membership in CANEC and CANEC conference attendance will provide operational support and networking for effective operation of the charter school. Technology expenditures include monthly internet connection and web hosting. Publication and Printing includes business cards for staff members and public relations brochures.

Timeline for Opening School

Santa Monica Blvd. Community Charter School will convert to charter status on July 1, 2002.

Contract Development
The Charter School will always utilize effective business practices which will result in the best quality at the best price. Contracts for service, equipment and alterations/improvements will be submitted to multiple bidders. All things being equal, preference will always be given to local bidders.

All alterations and improvements will be contracted either with the sponsoring district or a licensed contractor. The district's complex project manager will be consulted on all projects. The sponsoring district will be allowed to bid on all projects.